

Inspection of Scholars Childcare

Rookery Street, Wednesfield, West Midlands WV11 1UN

Inspection date: 7 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The nursery has recently undergone some changes to the leadership structure. New leaders are reflective and have a good awareness of where improvements are needed to ensure that children make the progress they are able to. The new leadership team is committed and dedicated to making changes within the nursery to improve outcomes for children. These changes, however, are in their infancy and not yet fully embedded within the nursery. Practice is inconsistent, and staff do not yet have a good enough understanding of how to provide exciting and motivating learning opportunities for children, which support their learning needs.

The leadership team is working hard to implement improvements across the nursery. It is reviewing policies and practice and supporting staff to carry out their roles effectively. The changes made so far have had a positive effect on the nursery. Partnerships with parents are a significant focus for leaders, which has helped to enhance the consistency of care for children. Children are happy to attend the nursery and are settled with staff.

Staff are yet to fully embed the nursery curriculum. That said, children have opportunities to be creative, explore different materials and develop their physical skills. Children learn to make friends and are supported by staff to take turns and follow rules. They show confidence in their environment and are learning to express their own thoughts and ideas.

What does the early years setting do well and what does it need to do better?

- The new leadership understand their roles and responsibilities. They gather and record important information about children. However, there are some weaknesses in how records are completed and maintained. Leaders are in the process of reviewing all children's information and ensuring this is stored in line with nursery policies. As the leadership team is still new, this has not yet been fully implemented.
- Leaders are committed to improving the curriculum across the nursery. Staff understand what children need to learn and get to know their interests. However, some of the activities they plan do not keep children engaged and motivated. As a result, children wander around looking for something to do and begin to display unwanted behaviour. Older children are not provided with sufficient challenge to ensure they have all of the skills they need for their eventual move to school. Children often lose interest in activities quickly and, therefore, do not make as much progress as they could.
- The new leadership team has invested in equipment that supports children's physical development. Children enjoy moving across different surfaces, balancing on wooden beams and climbing on wooden frames. Those who are just walking

have chance to practise this skill using equipment in large spaces. Children develop strength in their core muscles and learn to navigate space successfully.

- Children are familiar with routines in the nursery. They know that once they finish their lunch, they lie down to go to sleep. Staff closely supervise sleeping children to ensure they are safe. However, sleeping arrangements for some children are not suitable to ensure they are comfortable. Children sleep on folded mats and lie close together, which does not promote good hygiene practices.
- Children are provided with healthy meals. They sit together and are competent at feeding themselves. Staff ensure they have drinks available to them at mealtimes. However, during other times in the day, staff do not ensure children always have drinking water accessible to them. This is a breach of the requirements. Younger children cannot communicate their need for a drink as well as older children. As a result, children are not able to keep themselves hydrated throughout the day.
- Children are happy and settled. Staff give children reassurance when they need it. They smile at children and give them encouragement and praise. However, there are times in the daily routine when staff are occupied completing tasks and do not always carry out personal care routines for younger children with sensitivity. For example, they hold children as they wipe their faces and lift children from one place to another without explaining to them what is happening. This does not fully promote children's emotional security and independence.
- Parent partnerships are a strength within the nursery. Leaders are committed to building strong relationships with the children and families who attend. They have strengthened lines of communication and have implemented changes to keep parents well informed of what happens in nursery. Parents comment that their children are happy, and they feel supported as a whole family.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure information held about children is in line with nursery policies	30/06/2025

provide staff with support and training to plan learning activities that keep children motivated and sufficiently challenged	29/08/2025
ensure sleep routines are suitable and meet the needs of all children	30/06/2025
ensure fresh drinking water is always available and accessible for all children	30/06/2025
support staff, particularly those working with younger children, to consistently implement personal care practices with sensitivity.	29/08/2025

Setting details

Unique reference number	EY542158
Local authority	Wolverhampton
Inspection number	10403172
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	81
Number of children on roll	119
Name of registered person	Scholars House Limited
Registered person unique reference number	RP542157
Telephone number	01902 728935
Date of previous inspection	10 October 2023

Information about this early years setting

Scholars Childcare registered in 2017 and is in Wednesfield. The nursery employs 26 members of childcare staff. Of these, two hold a qualification at level 6, 23 hold a qualification at level 3 and two hold a qualification at level 2. The nursery opens from Monday to Friday, all year round. It closes on bank holidays and for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Christine Ward

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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